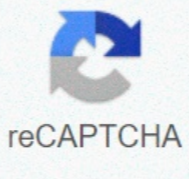




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1 AP SPANISH LANGUAGE AND CULTURE Course and Exam Description Effective Fall 2013 2 About the College Board The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit AP Equity and Access Policy The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved. AP Course and Exam Descriptions AP Course and Exam Descriptions are updated regularly. Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent Course and Exam Description PDF is available. College Board, Advanced Placement Program, AP, AP Central, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: ii 3 Contents About AP... 1 About the AP Spanish Language and Culture Course and Exam... 2 How AP Courses and Exams Are Developed... 2 How AP Exams Are Scored... 3 Using and Interpreting AP Scores... 3 Additional Resources... 4 Curriculum Framework... 5 Structure of the Curriculum Framework... 6 Learning Objectives and Achievement Level Descriptions... 7 Overarching Premise... 7 Interpersonal Communication... 8 Learning Objectives for Spoken Interpersonal Communication... 8 Achievement Level Descriptions for Spoken Interpersonal Communication... 9 Learning Objectives for Written Interpersonal Communication Achievement Level Descriptions for Written Interpersonal Communication Interpretive Communication Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication Learning Objectives for Written and Print Interpretive Communication Achievement Level Descriptions for Written and Print Interpretive Communication... 20 Presentational Communication... 22 Learning Objectives for Spoken Presentational Communication... 22 Achievement Level Descriptions for Spoken Presentational Communication... 23 Learning Objectives for Written Presentational Communication... 26 Achievement Level Descriptions for Written Presentational Communication... 27 Course Themes Recommended Contexts and Essential Questions... 32 Integrating Themes, Recommended Contexts, and Essential Questions Themes, Recommended Contexts, and Overarching Essential Questions... 33 Glossary of Key Terms... 37 Participating in the AP Course Audit... 39 Curricular Requirements... 39 Resource Requirements... 39 iii 4 Exam Information... 40 Sample Multiple-Choice Questions with Targeted Learning Objectives... 43 Interpretive Communication: Print and Audio Texts... 43 Interpretive Communication: Print and Audio Texts (combined)... 61 Interpretive Communication: Audio Texts Answers to Multiple-Choice Questions... 86 Sample Free-Response Questions with Targeted Learning Objectives... 87 Interpersonal Writing: Reply... 87 Presentational Writing: Persuasive Essay... 89 Interpersonal Speaking: Conversation... 94 Presentational Speaking: Cultural Comparison... 98 Scoring Guidelines Credits iv 5 About AP About AP AP enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college. Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in 60 countries recognize AP in the admission process and grant students credit, placement or both on the basis of successful AP Exam scores. Visit to view AP credit and placement policies at more than 1,000 colleges and universities. Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than otherwise comparable non-AP peers.* Additional AP studies are available at *See the following research studies for more details: Linda Hargrove, Donn Godin, and Barbara Doté, College Outcomes Comparisons by AP and Non-AP High School Experiences (New York: The College Board, 2008). Chrys Dougherty, Lynn Mellor, and Shuhang Jian, The Relationship Between Advanced Placement and College Graduation (Austin, Texas: National Center for Educational Accountability, 2006). 1 6 About AP About the AP Spanish Language and Culture Course and Exam This AP Spanish Language and Culture Course and Exam Description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school creates and implements its own curriculum that will enable students to develop the content knowledge and skills described here. Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers syllabi are reviewed by college faculty. The AP Course Audit was created at the request of the College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses, and to help colleges and universities validate courses marked AP on students transcripts. This process ensures that AP teachers syllabi meet the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit This publication includes a complete set of exam questions so that teachers can clearly see the links between content, skills, and assessment. The AP Program also publishes a separate practice exam publication, which includes the same questions in an actual AP Exam format to help students become familiar with the exam structure. The practice exam publication provides the learning objective(s) associated with each question and offers explanations of why each answer is right or wrong. How AP Courses and Exams Are Developed AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit: apcentral.collegeboard.org/developmentcommittees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline. The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; 2 7 About AP All AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high-quality, fair, and that there is an appropriate spread of difficulty across the questions. Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a collegelevel learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance. How AP Exams Are Scored The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2, or 1. The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C. Using and Interpreting AP Scores The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievements in the equivalent college course. While colleges and 3 8 About AP universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement: AP Score Qualification 5 Extremely well qualified 4 Well qualified 3 Qualified 1 No recommendation Additional Resources Visit apcentral.collegeboard.org for more information about the AP Program. 4 9 AP Spanish Language and Culture Curriculum Framework Curriculum Framework In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of collegelevel Spanish by taking the AP Spanish Literature and Culture course and exam, as well. The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to 5 10 AP Spanish Language and Culture Curriculum Framework overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). Structure of the Curriculum Framework This curriculum framework begins by outlining the learning objectives and the achievement level descriptions that define student performance across five levels. Tools for instructional design come next: themes to integrate language, content, and culture into an interrelated series of lessons and activities; recommended contexts for exploring each theme; and overarching essential questions to engage learners and to guide classroom investigations, learning activities, and performance assessments. The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction. Redirect Thematic Instruction (as needed) Set Goals (Learning Objectives) Describe Acceptable Performance (Achievement Level Descriptions) Design Thematic Instruction (Themes and Essential Questions) Assess Progress Toward Goals 6 11 AP Spanish Language and Culture Curriculum Framework Learning Objectives and Achievement Level Descriptions At the core of the AP Spanish Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas: Spoken Interpersonal Communication Written Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Spoken Presentational Communication Written Presentational Communication The degree to which student performance meets the learning objectives in each area is articulated in the achievement level descriptions, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the achievement level descriptions work in concert with one another and should be considered holistically. While references to levels 1-5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course. Overarching Premise When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). 7 12 AP Spanish Language and Culture Curriculum Framework Interpersonal Communication The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. Learning Objectives for Spoken Interpersonal Communication Primary Objective: The student engages in spoken interpersonal communications. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations. The student elicits information and clarifies meaning by using a variety of strategies. The student states and supports opinions in oral interactions. The student initiates and sustains interaction through the use of various verbal and nonverbal strategies. The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. The student self-monitors and adjusts language production. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). The student demonstrates knowledge and understanding of content across disciplines. 8 13 AP Spanish Language and Culture Curriculum Framework Achievement Level Descriptions for Spoken Interpersonal Communication Achievement Level 5 (a) Interaction. Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures. (b) Strategies. Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to manage the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors for the situation, yet some shifts between formal and informal registers occur. (c) Pronunciation. Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility. (d) Cultures, connections, and comparisons. These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities. Achievement Level 4 (a) Interaction. Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner. (b) Strategies. These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful. (c) Opinions. These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics. (d) Language structures. Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames. (e) Vocabulary. They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions. (f) Register. Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur. 10 15 AP Spanish Language and Culture Curriculum Framework (c) Opinions. They state opinions and demonstrate some ability to support opinions on topics of personal interest. (d) Language structures. These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. (e) Vocabulary. They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions. (g) Register. Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors. (h) Cultures, connections, and comparisons. These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities. Achievement Level 3 (a) Interaction. Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner. (b) Strategies. These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful. (c) Opinions. These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics with some elaboration and detail. 13 18 AP Spanish Language and Culture Curriculum Framework (b) Strategies. These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct. (c) Opinions. They provide opinions on familiar topics with limited ability to provide support. (d) Language structures. They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices. (e) Writing conventions. Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, letters, blogs, bulletin boards). (f) Vocabulary. These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest. (g) Register. Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur. (h) Cultures, connections, and comparisons. These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities. Achievement Level 2 (a) Interaction. Students at Achievement Level 2 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics. (b) Strategies. These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful. (c) Opinions. They state opinions on topics of personal interest. (d) Language structures. They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames. 14 19 AP Spanish Language and Culture Curriculum Framework (e) Writing conventions. Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, letters, blogs, bulletin boards). (f) Vocabulary. They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions. (g) Register. These students communicate mainly using the familiar register. (h) Cultures, connections, and comparisons. These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities. Achievement Level 1 Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2. 15 20 AP Spanish Language and Culture Curriculum Framework Interpretive Communication The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources. The student demonstrates comprehension of content from authentic audio resources. The student demonstrates comprehension of content from authentic audiovisual resources. The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally appropriate expressions. The student understands the purpose of a message and the point of view of its author. The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources. The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context. The student monitors comprehension and uses other sources to enhance understanding. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s). The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). The student demonstrates knowledge and understanding of content across disciplines. 16 ap spanish language and culture practice exam 2013 answer key. 2013 practice exam mcq ap spanish quizlet

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